

School Performance Plan

School Name
GREEN VALLEY HS

Address (City, State, Zip Code, Telephone):
460 ARROYO GRANDE BLVD
HENDERSON, NV 89014, 7027990950

Superintendent/Region
Superintendent: Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status: Not_Served

Designation: N/A

Grade Level Served: High School

Classification: 4 Star

NCCAT-S: Review

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Angelique Callicoat	Teacher	Kelly Wagner	Teacher
Kelli Grimm	Teacher	Kent Roberts	Principal
Gabrielle Crawford	Assistant Principal	Cynthia Castro	Student Success Facilitator
Walter Shappley	Teacher	Erica Wright	Teacher
Amanda Ruth	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your school's NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
SAT/ACT Assessments	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Various sources of data were examined by the committee. ACT scores relative to the general population as well as Special Education sub populations were reviewed in greater detail. ACT test scores for all students were noted as an area possible growth. The committee also noted that the credit sufficiency rate for 9th graders was concerning and felt that the school should spend time and resources to correct this deficiency. Analysis of NSPF data shows that 9th grade sufficiency was at 82.7%, the target goal now being 92.4%.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input checked="" type="checkbox"/> AM In/AK Native	80
<input checked="" type="checkbox"/> Asian	95.65
<input checked="" type="checkbox"/> Black	92.98
<input checked="" type="checkbox"/> Hispanic	94.58
<input checked="" type="checkbox"/> Two or More Races	96.43
<input checked="" type="checkbox"/> Pacific Islander	93.33
<input checked="" type="checkbox"/> White	97.23
<input type="checkbox"/> FRL	-
<input checked="" type="checkbox"/> IEP	85
<input checked="" type="checkbox"/> ELL	93.94

NOTES:

HOPE 2 Intervention

Focus of Intervention:

Provide small study skills courses based on students' 8th and 9th grade attendance; behavior/discipline; SBAC results; failed classes; recommendations from middle school counselors. This class also uses the SEL (Social Emotional Learning) curriculum to teach students to be competent with the following skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Monitoring Plan:

Counselors, deans, study skills/SEL instructors will monitor behavior/discipline, attendance, and grades. Parent involvement and evaluation of program will be done quarterly to determine effectiveness and make adjustments as needed.

Evaluation Plan:

Attendance; grades; meeting graduation requirements, as well as higher education preparation.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percent of Special Education students proficient in mathematics from 1.5% percent to 3.8% percent by 2021, as measured by the ACT (overall 2.3% improvement)

Root Causes:

Students, especially those not currently considering college/university as a post-secondary option, lack the skills to perform at a level commensurate with their intellectual abilities on standardized tests such as the ACT.

Measurable Objective 1:

Overall test scores for the Special Education subgroup will increase by 2.3% over the 2020-2021 school year.

Monitoring Status

In Progress

ACTION PLAN	MONITORING PLAN			
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<p>1.1 Professional Development (Required)</p> <p>Teachers will meet with the ACT Test PREP groups/cadres at least monthly to discuss their implementation of ACT instructional strategies. Algebra I teachers will utilize IXL software to progress monitor their students</p>	<p>Teachers (ACT PREPD CADRE) 20-21 school year Posting on Canvas/GC \$0 funding needed</p>	<p>ACT meeting agendas. IXL data analysis</p>	<p>Continuation From Last Year: No</p> <p>School year 2020-2021. Teachers and administration.</p>	<p>NCCAT-S Indicators:</p> <p>In Progress</p>

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)				
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators:</p>	

Teachers will post ACT related content to their Google Classroom/Canvas accounts so that parents can access with their paired account. Parents will be notified of ACT boot camps when provided by the school.	Teachers 20-21 school year Posting on Canvas/GC \$0 funding needed	Administrators will review teacher Google Classroom/Canvas accounts to ensure that ACT prep instruction is taking place.	School year 2020-2021. Teachers and administration.	In Progress
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Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
ACT Test PREP classes, Junior Study Skills classes, and double blocking of Algebra I will provide instruction to students designed to familiarize them with the form of the assessment as well as the content. Teachers will also discuss test taking strategies with the students prior to the administration of the exam. The school will schedule ACT Bootcamps with outside vendors for the purpose of helping students improve their ACT scores. All Juniors will have access Albert IO. All students will have access to online tutoring services provided by Princeton Review	\$15,000 for Princeton Review online tutoring services. \$14,000 for ACT PREP training for 5 teachers. \$17,000 for Student materials and access to ACT prep resources (online provided by Princeton Review)	Pre and Post data ACT prep course as well as data from ACT boot camps will provide measurable goals. Albert IO data analysis.	Teachers and Administrators	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
			N/A	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of students graduating with an Advanced Diploma and/or CCR Diploma from 27.8% percent in 2018 to 39.4% (increase of 11.6%) percent by 2020, as measured by Infinite Campus, and reported on the NSPF.

Root Causes:

Students were unaware of the value of the college and career diploma.

Measurable Objective 1:

Overall, the percentage of students receiving CCR/and or Advanced Diploma will increase by 11.6% over the 2020-2021 school year.

Monitoring Status
In Progress

ACTION PLAN		MONITORING PLAN			
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed <small>for Implementation (people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status	
2.1 Professional Development (Required)					
Counselors, teachers, and administration will guide students towards pursuing CCR diplomas in preparing for successful enrollment in post-secondary instruction and to prepare them for successful entry into the workplace. The administration will meet quarterly with the counseling department to determine student progress toward this goal.	Counselors, teachers, and administration Quarterly meetings CCR diploma requirements \$0 needed	Counselors will guide students towards pursuing CCR diplomas	August 2020-April 2021-Ray Ortiz (curriculum AP) and Kelli Grimm (counselor coordinator)	N/A	
		Continuation From Last Year: Yes	NCCAT-S Indicators:		

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Counselors will inform students and their families about the advantages of the CCR Diploma.	Counselors, teachers, and administration Quarterly meetings CCR diploma requirements \$0 needed	Parent Links, emails, and Google Meets	August 2020-April 2021 Ray Ortiz (curriculum AP) and Kelli Grimm (counselor coordinator)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: No	NCCAT-S Indicators:	
Students will continue to take rigorous courses to qualify for an Advanced Honors and/or CCR Diploma including IB, CTE, DC/DE, and AP classes.	Counselors, teachers, and administration grade check calendar CCR diploma requirements \$0 needed	Senior Credit checks	August 2020-April 2021 Ray Ortiz (curriculum AP) and Kelli Grimm (counselor coordinator)
			In Progress

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
		N/A	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percent of 9th graders credit sufficient (at least 5 credits) from 82.7 % to 92.4 % by end of school year (increase by 9.7%), as measured by the Infinite Campus.

Root Causes:

Schools master schedule provided limited opportunities to obtain credit sufficiency by the end of their freshman year.

Measurable Objective 1:

Overall, 9th grade sufficiency will increase by 9.7% over the 2020-2021 school year.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN			
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status	
3.1 Professional Development (Required) Social Emotional Learning Instructors (9th grade level class) will meet monthly in their PLCs to discuss 9th grade progress/F data.		SEL teachers Monthly PLC meetings F progress IC data \$0 needed	Data analysis notes, monthly meeting notes Continuation From Last Year: No	August 2020- April 2021- SEL Teachers NCCAT-S Indicators:	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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<p>3.2 Family Engagement (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
<p>The Student Success Team and Gator Pride Team will call parents of 9th grade students to discuss individual data and set goals to increase achievement.</p>	<p>SEL teachers Monthly PLC meetings F progress IC data \$0 needed</p> <p>Assessment scores, progress monitoring data.</p>	<p>August 2020- April 2021- SEL Teachers, Student Success Team, Gator Pride Team</p> <p>In Progress</p>

Comments:

<p>3.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators:</p>
<p>SEL teachers will meet with their students individually on a weekly basis to determine progress towards student academic goals, such as straight A's, honor roll, staying credit sufficient, etc.</p>	<p>SEL teachers Weekly student meetings progress IC data \$77,000 PREP buys needed</p> <p>Data analysis, department meeting notes</p>	<p>August 2020- April 2021- SEL Teachers</p> <p>In Progress</p>

Comments:

<p>3.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
		<p>N/A</p>

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General budget	\$77,000	PREP buys for Social Emotional Learning.	Goal 3
General budget	\$0	Conferences with Students and parents to inform them of the importance of the College and Career Readiness Diploma	Goal 2
General budget	\$46,000	\$15,000 for Princeton Review online tutoring services. \$14,000 for ACT PREP training for 5 teachers. \$17,000 for Student materials and access to ACT prep resources (online provided by Princeton Review)	Goal 1
General budget	14,039,506	General Operating costs. Salaries, programs, hope 2, etc.	None

Plan for improving the school climate

Goal:

To increase the percentage of students who agree with the following statement: "This school does a good job preventing bullying" from 71.9% to 77% by December 2019 as measured by the district wide survey.

Action Plan: How will this plan improve the school climate?

Students will receive instruction twice per month on how to manage their emotions, avoid conflicts, plan for success in academics and relationships as well as making responsible decisions.

Monitoring Plan: How will you track the implementation of this plan?

Prior to the school year beginning the school will provide professional training on the successful implementation of Social & Emotional Learning. A modified bell schedule will be used twice per month in order to ensure that all students receive instruction in these skills. Near the midpoint of the school year an internal survey will be sent to all students to ascertain the effectiveness of the curriculum and how it could be best adapted to promote maximum efficacy of the program with our students.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Data obtained from the district wide survey will be used to guide any mid-course corrections of the program.

APPENDIX A - Professional Development Plan

1.1

Teachers will meet with the ACT Test PREP groups/cadres at least monthly to discuss their implementation of ACT instructional strategies. Algebra I teachers will utilize iXL software to progress monitor their students

Goal 1 Additional PD Action Step (Optional)

2.1

Counselors, teachers, and administration will guide students towards pursuing CCR diplomas in preparing for successful enrollment in post-secondary instruction and to prepare them for successful entry into the workplace. The administration will meet quarterly with the counseling department to determine student progress toward this goal.

Goal 2 Additional PD Action Step (Optional)

3.1

Social Emotional Learning Instructors (9th grade level class) will meet monthly in their PLC's to discuss 9th grade progress/F data.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Teachers will post ACT related content to their Google Classroom/Canvas accounts so that parents can access with their paired account. Parents will be notified of ACT boot camps when provided by the school.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Counselors will inform students and their families about the advantages of the CCR Diploma.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

The Student Success Team and Gator Pride Team will call parents of 9th grade students to discuss individual data and set goals to increase achievement.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of Special Education students proficient in mathematics from 1.5% percent to 3.8% percent by 2021, as measured by the ACT (overall 2.3% improvement)

Measurable Objective(s):

- Overall test scores for the Special Education subgroup will increase by 2.3% over the 2020-2021 school year.

Status
In Progress

Comments:

- 1.1 Professional Development:
- 1.2 Family Engagement:
- 1.3 Curriculum/Instruction/Assessment:
- 1.4 Other:

	Mid-Year	End-of-Year
1.1 Teachers will meet with the ACT Test PREP groups/cadres at least monthly to discuss their implementation of ACT instructional strategies. Algebra I teachers will utilize IXL software to progress monitor their students		N/A
Progress		
Barriers		
Next Steps		
1.2 Teachers will post ACT related content to their Google Classroom/Canvas accounts so that parents can access with their paired account. Parents will be notified of ACT boot camps when provided by the school.		N/A
Progress		

Barriers		
Next Steps		
1.3	ACT Test PREP classes, Junior Study Skills classes, and double blocking of Algebra I will provide instruction to students designed to familiarize them with the form of the assessment as well as the content. Teachers will also discuss test taking strategies with the students prior to the administration of the exam. The school will schedule ACT Bootcamps with outside vendors for the purpose of helping students improve their ACT scores. All Juniors will have access Albert IO. All students will have access to online tutoring services provided by Princeton Review	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the percent of students graduating with an Advanced Diploma and/or CCR Diploma from 27.8% percent in 2018 to 39.4% (increase of 11.6%) percent by 2020, as measured by Infinite Campus, and reported on the NSPF.

Measurable Objective(s):

- Overall, the percentage of students receiving CCR and/or Advanced Diploma will increase by 11.6% over the 2020-2021 school year.

Status

In Progress

Comments:

- 2.1 Professional Development:
- 2.2 Family Engagement:
- 2.3 Curriculum/Instruction/Assessment:
- 2.4 Other:

	Mid-Year	End-of-Year
2.1	Counselors, teachers, and administration will guide students towards pursuing CCR diplomas in preparing for successful enrollment in post-secondary instruction and to prepare them for successful entry into the workplace. The administration will meet quarterly with the counseling department to determine student progress toward this goal.	N/A
Progress		
Barriers		
Next Steps		
2.2	Counselors will inform students and their families about the advantages of the CCR Diploma.	N/A
Progress		

Barriers		
Next Steps		
2.3	Students will continue to take rigorous courses to qualify for an Advanced Honors and/or CCR Diploma including IB, CTE, DC/DE, and AP classes.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percent of 9th graders credit sufficient (at least 5 credits) from 82.7 % to 92.4 % by end of school year (increase by 9.7%), as measured by the Infinite Campus.

Measurable Objective(s):

- Overall, 9th grade sufficiency will increase by 9.7% over the 2020-2021 school year.

Status
In Progress

Comments:

- 3.1 Professional Development:
- 3.2 Family Engagement:
- 3.3 Curriculum/Instruction/Assessment:
- 3.4 Other:

	Mid-Year	End-of-Year
3.1 Social Emotional Learning Instructors (9th grade level class) will meet monthly in their PLC's to discuss 9th grade progress/F data.		N/A
Progress		
Barriers		
Next Steps		
3.2 The Student Success Team and Gator Pride Team will call parents of 9th grade students to discuss individual data and set goals to increase achievement.		N/A
Progress		

Barriers		
Next Steps		
3.3	SEL teachers will meet with their students individually on a weekly basis to determine progress towards student academic goals, such as straight A's, honor roll, staying credit sufficient, etc.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		